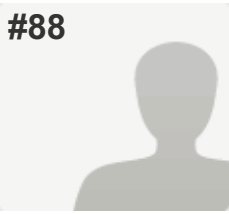


#88

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 30, 2016 7:08:56 AM**Last Modified:** Thursday, June 30, 2016 7:58:58 AM**Time Spent:** 00:50:01**IP Address:** 76.76.239.51

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Q1: Name of School District:	Fairfield CSD
Q2: Name of Superintendent	Dr. Laurie Noll
Q3: Person Completing this Report	Marci Dunlap

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Q4: 1a. Local TLC Goal

Promote and reward high quality teachers.

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Measure: employment and exit data.

Description of Results: For the 2015-16 school year, FCSD employed 33 teachers leaders in two tiers of leadership roles: 5 specialists and 28 coaches. For the 2016-17 schools year, 29/33 teacher leaders re-applied for their coaching positions and were hired. Of the four who "resigned", one retired from teaching, one took the head drama position in the district, one took a TLC position in her district of residence (and one in which she had previously been employed), and one wanted to spend more time learning instead of facilitating learning.

Q7: 2a. Local TLC Goal

Enact collaborative practices to increase system congruence.

Q8: 2b. To what extent has this goal been met?

(no label)

Somewhat Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Measure: Specialist meeting/training minutes.

Desired Results:

Cross train specialists to know all PD categories
keep 3 elementary building in sync-guaranteed viable curriculum
Pilot practices that require risk taking and trust in peers
coordination of outside services requires leader networking
coach based on the tenets of research
establish administrative protocols and align with TLC work

Due to the fact that 15-16 was the first year of the grant, several of these results were not achieved because everyone was so busy learning their own position and content area. Furthermore, it was arranged that FCSD's previously-established AIW and Mentoring programs would function status quo. By January, it was evident that this was deterring from the desired result of systems congruence.

Q10: 3a. Local TLC Goal

TLC specialists and coaches grow as instructors, employees, and leaders.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Measures: End of Year Self Evaluations based on Iowa Core characteristics of effective instruction & Peer Review based on district-developed coaching rubric. Additional Measure: Specialist presentations at the May 2016 FCSD board meeting where they presented a problem faced within their content and how they collaborated with coaches to overcome the barrier.

Desired Results: All coaches and specialists would indicate professional growth in their own instruction as well as in their own leadership skills.

As evidenced by all 33 individuals who completed reflective evaluations of themselves as coaches and as evidenced by their completed peer reviews, FCSD coaches grew as individuals. Peer review scores were analyzed by the 2016-17 selection committee and all returning specialists/coaches were approved for re-hire. Qualitative and quantitative data supports achievement of this goal, as concluded by the 2016-17 selection committee.

Q13: 4a. Local TLC Goal

1. Annual student achievement will increase for all subgroups.
2. Implemented professional practices will link directly to a valid research base.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Achievement Measure: GR. 2-11 IA Assessment Annual Analysis in RDG, MATH, and SCI and FAST K-4 Literacy Analysis.

Instructional Improvement Measures: Fidelity checks on research-based best practices hypothesized in theories of action to improve learning-aligned to each component of the TLC grant: AIW, Technology, Literacy, Data (w/Iowa Core), Mentoring

Desired Results: Improvement in all subgroups.

Quantitative data analysis indicates that overall student achievement in FCSD is stagnate, with minor improvements at various grade levels in mathematics, specifically MS low SES populations. However, those improvements were isolated. FAST K-4 analysis indicates that student achievement in identified GL areas is increasing in grades K-2, but not for grades 3-4. Data was analyzed at district and building levels by TLC teacher leadership and community stakeholders.

TLC content area fidelity checks completed: AIW Classroom Implementation Profile; K-4 Literacy "Moves"; Mentoring classroom management observations, and Data team meeting minutes indicates deep knowledge of components of researched-based practices, but a systemic lack of habitual, rigorous, consistent implementation of those practices. In other words, teachers are going through the motions during training, but then reverting to "old" practices in the classroom at least 40% of the time.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Foster an improved culture of district, building, and classroom data-based decision making to improve student achievement.

Q17: 5b. To what extent has this goal been met?

(no label)

Somewhat Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

See narrative for previous goal concerning student achievement and instructional practices. The district focus on implementation and operationalization of data teams is directly connected to student achievement.

Q19: 6a. Local TLC Goal

Improve communication and collaboration with families, community, and other service organizations.

Q20: 6b. To what extent has this goal been met?

(no label)

Not At All

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Due to the fact that this goal did not have identified measures for the 2015-16 school year, it is impossible to identify whether or not we met this goal. Actions were taken towards improved communication and collaboration, but nothing was measured. That will be changed for the upcoming school year.

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

immediate: adjustment of # of release days for coaches and specialists
immediate: goal revision and improvement of measures for final goal
immediate: inclusion of AIW and Mentoring in the TLC practices and flow of work
immediate: implementation of poverty training for all staff to address our systemic low SES achievement gap
immediate: budget revision
next year: restructuring of coach/specialist duties to allow more regular release time for specialists

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Where to start. There are so many thing we did not accomplish that we set out to do this first year. It's easy to get caught up in the failures and not focus on the successes, of which there were many. The one that stands out most for me is the way our TLC leadership facilitated root cause analyses and all came to variations of the same conclusion: that we are not implementing our written curriculum with fidelity. Thus, it was concluded that the district would take a slow down on primary professional learning foci and drill down on how to rectify this problem Dr. Elmore would identify as a content issue. FHS and FMS completely changed their professional learning plans based on TLC leadership conclusions, all of which are recorded. The work spanned January 2016 until current day. Please review the link: <https://docs.google.com/presentation/d/1dFaCjSWTsn4JMK9wumMq709QbYrIsWMgaNQBiVxFHzg/edit?usp=sharing> to see the specialists' commitment to connecting their work to the Iowa Core (slides 20-24).

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.
